

**Music
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 8/11/06)**

006.41 Music

006.41A Grade Levels: PK-12

006.41B Endorsement Type: Field

006.41C Persons with this endorsement may teach ~~vocal and instrumental~~ music in prekindergarten through grade 12.

006.41D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in music. Music coursework will include theory, and composition, arranging, improvisation, music history and literature,, applied music, ensemble performance, conducting, choral and instrumental performing, pedagogy, and technology. techniques, and must include proficiency on at least one applied music area. (Do these need to be re-ordered?)

006.41E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution ~~should~~ must provide opportunities for prepare prospective music teachers candidates to demonstrate the dispositions and competencies required by the following guidelines, based on National Association of Schools of Music (NASM) standards for music educators (2014). [Look and feel of NASM to be included?]

Standard 1.

The music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Fine Arts Standards: Music as adopted by the Nebraska State Board of Education.

Standard 2. Conducting and Musical Leadership

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The music teacher candidate must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

Standard 3. Arranging

The music teacher candidate must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

Standard 4. Functional Performance

The music teacher candidate must have functional performance abilities in keyboard and the voice, and in instruments appropriate to the teaching specialization.

Standard 5. Analysis/History/Literature

The music teacher candidate should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Music teacher candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Standard 6. Essential Teaching Competencies

The music teacher candidate must be able to lead students to competence, apply music knowledge and skills in teaching situations; and integrate music instruction into the process of PK-12 education. Essential competencies include, but are not limited to:

- 1) Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
- 2) An understanding of child growth and development and an understanding of principles of learning as they relate to music.
- 3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- 4) Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
- 5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

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- 6) An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

As you read through the previous guidelines, what is missing? What else needs to be included? Please edit as you think is appropriate!

PREVIOUS GUIDELINES:

- A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;
- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;
- D. Apply qualitative criteria in making judgments about the music selected for study and performance;
- E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;
- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performing, arranging, composing, and improvising;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
- I. Demonstrate knowledge of instrumental and vocal pedagogy and performance practice by modeling on piano, voice, and secondary instruments;
- J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
- L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;

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- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;
- N. Demonstrate an understanding of the need to be an advocate for music education;
- O. Conduct meaningful and appropriate assessments of student learning; and
- P. Demonstrate an understanding of the administration and management of a successful music program.

MUSIC ENDORSEMENTS-- DISCUSSION ITEMS—COMMENTS (Meeting #1 - 7.11.14):

How can certification in NE be transferred to other states? Do we still need to maintain the subject endorsements? Would broad field endorsement be better? Many other states have only a Music field endorsement, and no subject endorsements.

Don't want to water down the endorsements so that teachers do not receive adequate training to feel prepared to teach.

The K-12 endorsement is something teachers need to understand—what does this allow them to do and what are expectations with this endorsement at school districts hiring them?

State Board approved Fine Arts Standards for K-12 students need to be taken into consideration when reviewing the endorsements.

Supplemental Endorsements – would this be an option with the music endorsements? A Supplemental must be attached to a subject/field endorsement.

In future, Professional Development will likely be required for recertification, rather than on experience. NE is one of the few states that does not require PD at this time. Supplemental endorsements might work well in that capacity.

In a Graduate program, if can tie-in a supplemental, it would be very desirable and more teachers might go more in-depth with coursework.

Observation by student candidates, working with co-operating teachers—getting more hands-on experience prior to student teaching would be very helpful. Are connections being made between methods classes and actual teaching experience? Placing candidates in school settings for field experiences is becoming more challenging. Have to find school districts, co-operating teachers, schedules that will work with candidate schedules.

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National standards are becoming more pedagogy-based, rather than dealing with specific content.

Career Education Certificate—is this something workable? NE still wants teacher to have a teaching certificate. How do we honor the needs of schools when traditional teacher preparation isn't working? Outstate schools have difficulty finding qualified music teachers.

Need to include Technology in music educator preparation programs.

Is there anything positive in removing subject endorsements? Only interest would be that these are endorsements on the books that are viable for candidates and meeting the needs of the state. Are schools hiring teachers with subject vocal/instrumental music endorsements? Is having someone with minimal training better than having no one?

NEXT STEPS:

- Instrumental—Supplemental? What courses are needed?
- More information needed from institutions on both vocal and instrumental supplementals
- Look at viability of the supplemental endorsements and employability options
- May eventually look at specialty areas of endorsements later
- Implementation of Technology
- Keep Subject Endorsements—will work on these at NDE for presentation at next ad hoc meeting
- Draft Endorsements will be distributed to ad hoc committee to review and respond to. An additional meeting will be held after that to finalize ad hoc committee recommendations to NCTE. (Possibly August 29?)

Music NCTE Ad Hoc Committee (including Instrumental Music and Vocal Music)

Friday, July 11, 2014 9:30 A.M.-4:00 P.M.

Concordia Fallbrook, 570 Fallbrook Blvd., Lincoln, NE 68521

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Eric Snyder, LPS esnyder@lps.org 2. Lisa Childs, Kearney Public (Park Elem) lisa.childs@kearneypublic.org
Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved	1. Michael Stephens, Chadron State mstephens@csc.edu 2. Tom Wandzilak, UNL (Certification Official)

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educator preparation institution.	twandzilak1@unl.edu
Specialists in the Content Area— Might include Arts and Sciences college faculty or Persons drawn from professional practice in the endorsement area.	1. Brian Moore, UNL brian.moore@unl.edu 2. Ken Meints, Peru State College KMeints@peru.edu
Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Steve Baker, Elkhorn Public Schools sbaker@epsne.org 2. Darrell Peterson, Ainsworth Community Schools dkpeters@esu17.org
NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.	Doreen Jankovich – NCTE Committee C doreen.jankovich@gmail.com
NDE Representative with responsibilities related to the endorsement area. (Ad Hoc Chair)	Debbie DeFrain, NDE Debbie.DeFrain@nebraska.gov
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Judy Bush (NMEA), LPS jbush@lps.org 2. Lindsay Lund (Kearney Catholic HS) Lindsay.lund@kearneycatholic.org
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE pat.madsen@nebraska.gov